

Organization of the South Dakota Health Education Standards Document

The South Dakota Health Education Standards (SDHES) document displays each standard (and its supporting information) as follows:

1. The standard, and
2. The performance indicators (organized by grade span).

The Standards

The eight standards (**Table 1.3**) broadly and collectively articulate what students should know and be able to do to adopt or maintain health-enhancing behaviors.

Knowledge of core health concepts and underlying principles of health promotion and disease prevention are included in Standard 1. Standards 2 through 8 identify key processes and skills that are applicable to healthy living.

The key processes and skills are:

- Analyzing Influences
- Accessing Information
- Interpersonal Communication
- Decision-making
- Goal-setting
- Self-management (practicing health-enhancing behaviors)
- Advocacy

The South Dakota Health Education Standards

- Standard 1:** Students will **comprehend concepts** related to health promotion and disease prevention to enhance health.
- Standard 2:** Students will **analyze the influence** of family, peers, culture, media, technology and other factors on health behaviors.
- Standard 3:** Students will demonstrate the ability to **access valid information** and products and services to enhance health.
- Standard 4:** Students will demonstrate the ability to use **interpersonal communication** skills to enhance health and avoid or reduce health risk.
- Standard 5:** Students will demonstrate the ability to use **decision-making** skills to enhance health.
- Standard 6:** Students will demonstrate the ability to use **goal-setting** skills to enhance health.
- Standard 7:** Students will demonstrate the ability to **practice health-enhancing behaviors** and avoid or reduce health risk.
- Standard 8:** Students will demonstrate the ability to **advocate** for personal, family and community health.

Table 1.3 South Dakota Health Education Standards - 2018

Performance Indicators

The performance indicators articulate specifically what students should *know* or *be able to do* in support of each standard by the conclusion of each of the following four grade spans:

- Pre-kindergarten through Grade 2
- Grade 3 through Grade 5
- Grade 6 through Grade 8
- Grade 9 through Grade 12

Each performance indicator is introduced by this stem: “As a result of health instruction in [*grade range*], students will be able to” The performance indicators are meant to be achieved by the end of the grade span in which they are identified. For ease of identification, the performance indicators are numbered sequentially.

Because learning best occurs when students perform at all levels of the cognitive domain, the performance indicators encompass applying, analyzing, evaluation, and creating, as well as remembering and understanding. Even primary grade students can learn at the higher levels of the cognitive domain if the concepts and learning activities are developmentally appropriate.

Performance indicators are also intended to serve as a blueprint for organizing student assessment. Student achievement of all performance indicators specified for each standard supports the successful attainment of that standard, ultimately increasing the likelihood that students will adopt and maintain healthy behaviors.

Formatting

The standards and performance indicators are presented in two formats. In the first, the standards are formatted for *curriculum mapping* whereby the standards are presented in order (standards 1-8) with all performance indicators for all grade spans listed.

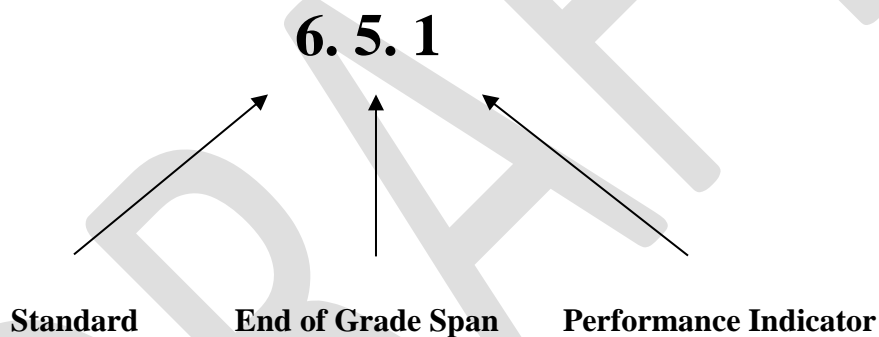
In most cases, *curriculum mapping* refers to the alignment of learning standards and teaching - i.e., how well and to what extent a school or teacher has matched the content that students are actually taught with the academic expectations described in learning standards. But it may also refer to the mapping and alignment of all the many elements that

are entailed in educating students, including assessments, textbooks, assignments, lessons, and instructional techniques.

In the second format, the standards and performance indicators are presented by each of the four grade spans. For ease of identification, the performance indicators are numbered sequentially.

Guide to the Numbering and Symbol System Used in the Standards Document

Standards are coded to cross-reference the Standard, the End of Grade Span and the Performance Indicator Number.



Example: 6.5.1: Set a personal health goal and track progress toward its achievement.

See **Table 1.4** for an example of health education performance indicators with skill samples for the content areas of violence prevention and personal health and wellness.

Health Education Standard 5:

Students will demonstrate the ability to use decision-making skills to enhance health.

Performance indicator (Pre-k - grade 2):

5.2.1 Identify situations when a health-related decision is needed.

Examples:

- Identify situations when a non-violent choice needs to be made.
- Identify situations when hand washing is needed.

Performance indicator (grades 3 - 5):

5.5.3 List healthy strategies to health-related issues or problems.

Examples:

- Identify two strategies for avoiding or minimizing a bullying problem on the school bus.
- Identify two strategies related to healthy personal hygiene practices.

Performance indicator (grades 6 - 8):

5.8.4 Chose healthy alternatives over unhealthy alternatives when making a decision.

Examples:

- Analyze the healthy and unhealthy impacts of each option on self and others when handling a bullying problem.
- Analyze the healthy and unhealthy impacts of each option of personal hygiene practices to self and others.

Performance indicator (grades 9 - 12):

5.12.6 Defend the healthy choice when making decisions.

Examples:

- Justify choosing a non-violent resolution to a bullying situation.
- Defend choosing healthy hygiene habits.

Table 1.4 Example of health education performance indicators with skill samples for the content areas of violence prevention and personal health and wellness.